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ABSTRACT

This self-instructional module, the tenth in a series of 16 on techniques for coordinating work experience programs, deals with establishing an advisory committee. Addressed in the module are the purposes of an advisory committee, establishing an advisory committee, and conducting an advisory committee meeting. Techniques for analyzing and evaluating an advisory committee meeting in order to make recommendations for action are described and viewing a videotape presentation of a sample advisory committee meeting is suggested. The module contains a series of pretests, learning activities, and self-checks; a posttest; answers to the pretests; and a list of additional resources. (MN)

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ED233152

Establishing an Advisory Commitee

This module contains two major parts:

1. The printed material on establishing an Advisory Committee and conducting and evaluating an Advisory Committee Meeting.

2. A video-tape presentation illustrating an Advisory Committee Meeting.

Prerequisite for module: None

When you have completed this module, you will:

GOAL 1: Know the purposes of an advisory committee.

GOAL 2: Know how to establish an advisory committee.

GOAL 3: Be able to conduct an advisory committee meeting.

GOAL 4: Be able to analyze and evaluate an advisory committee meeting and make recommendations for action.

To begin this self-instructional module, please turn to the pre-test on page 2.

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MODULE NUMBER 10

WORK EXPERIENCE PROGRAM MODULES
COORDINATION TECHNIQUES SERIES

ACKNOWLEDGMENTS

The Work Experience Modules were developed by Work Experience teacher-coordinators, Vocational Education teacher-coordinators, University teacher educators, and Special Needs consultants in Iowa. Funding for the coordination techniques project was provided through grants from Iowa Department of Public Instruction, Career Education Division.

The modules were written by:

Module 1: Values of Cooperative Training - Dr. Steven Corbin
Module 2: Coordination Techniques - Dr. Jim Burrow and Dr. Roger Ditzenberger
Module 3: Obtaining a Training Station - Mrs. Bonnie Schmalle
Module 4: Placement Procedures and Counseling Students for Job Application - Mr. John Kidney
Module 5: Training Agreements - Dr. Jack Reed
Module 6: Student Orientation for On-the-Job Training - Mrs. Sue Hahn
Module 7: Responsibilities of the Teacher-Coordinator and Training Sponsor in Providing On-the-Job Training - Dr. Jack Reed
Module 8: Developing and Implementing Training Plans - Dr. Jim Burrow
Module 9: Evaluating On-the-Job Training - Dr. Jim Burrow and Dr. Roger Ditzenberger
Module 10: Establishing an Advisory Committee - Dr. Del Shepard and Dr. Jim Burrow
Module 11: Federal and State Employment Laws - Mr. John Kidney
Module 12: Regular Coordination Activities - Dr. Jim Burrow
Module 13: Vocational Student Organizations - Dr. Dennis Wubbena and Dr. Jim Burrow
Module 14: Vocational Assessment - Dr. William Callahan
Module 15: Support Services - Mr. John Struck
Module 16: Affirmative Action - Dr. Carl Shawhan and Dr. Ray Morley

The Work Experience Advisory Committee designed the coordination techniques model and developed the module titles and goals. The committee was also extensively involved in editing each module and suggested additions, corrections, and revisions. The Work Experience Advisory Committee included:

Dr. Roger Ditzenberger - Project Co-Director
Dr. Jim Burrow - Project Co-Director
Dr. Ray Morley - Project Consultant
Dr. William Callahan - Advisory Committee Member
Mr. Larry Esk - Advisory Committee Member
Mr. Ed O'Leary - Advisory Committee Member
Mrs. Bonnie Schmalle - Advisory Committee Member
Mr. John Struck - Advisory Committee Member

The modules have been field-tested by over 250 teachers in Special Education and over 200 pre-service students in Special Education and Vocational Education.

Production of the modules was coordinated by Ms. Linda Welton. Modules were typed, edited, and assembled by Ms. Linda Welton, Ms. Julie Adams, and Ms. Kris Eichelberger.

WORK EXPERIENCE MODULES

BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT
UNIVERSITY OF NORTHERN IOWA
in cooperation with
SPECIAL NEEDS SECTION
IOWA DEPARTMENT OF PUBLIC INSTRUCTION
1982

PRE-TEST: GOAL 1

KNOW THE PURPOSES OF AN ADVISORY COMMITTEE

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pre-test. If you do not wish to take the pre-test, turn to page 3 to begin the Learning Activities.

1. List 5 purposes of an advisory committee for a work experience program.

2. For each of the following categories, list 2 specific activities an advisory could be expected to perform.

   1. Public Relations

   2. Classroom Instruction

   3. On-The-Job Training

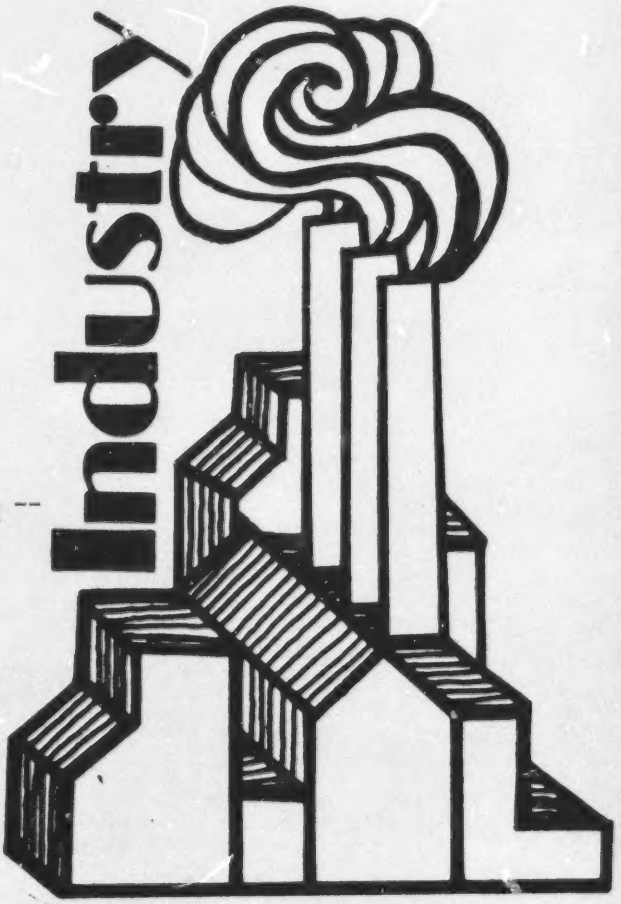
DIRECTIONS: When finished with the pre-test please turn to page 36 and compare your answers with the pre-test key. If you missed any of the questions, complete the learning activities.

GOAL 1: KNOW THE PURPOSES OF AN ADVISORY COMMITTEE

DIRECTIONS: Read pages 3-5 and then complete the Self-Check.

INTRODUCTION:

Utilizing an advisory committee can be a very productive and relevant method to involve the community in education. It provides a link between the community and the school. Very few work experience teachers have the occupational background to conduct an effective training program without the advice of people from business and industry. The following guidelines will assist work experience teachers to effectively understand the purposes of an advisory committee.



Definition:

Work Experience Program Advisory Committee --

A group of persons within the community selected to collectively advise the teacher on educational and occupational efforts within the Work Experience Program. Members predominately are from outside the field of education and are chosen for their specialized knowledge and/or general standing in the community. The Advisory Committee is a formally organized group which operates under established rules and which is approved by proper school authority.

Purposes of an Advisory Committee: The function of this committee is to assist in the further development and improvement of the Work Experience program. Generally:

1) To provide a link between the school and community.
2) To bring about a close relationship between the business community and the Work Experience Program.
3) To provide an opportunity for interested business people to help organize the educational needs in a community through the Work Experience Program.
4) To serve as a sounding board for policies, procedures, innovations, ideas, etc., of the program.
5) To help gain community support for the program by publicizing the program.

The following list summarizes the types of specific activities an advisory committee might be expected to perform:

PUBLIC RELATIONS

1) Assist in locating new placement opportunities.

2) Assist in keeping the public informed regarding the program and in relaying public opinion to the coordinator.

3) Assist in clarifying and strengthening the relationship of the program with business and manufacturing organizations and activities in the community. This will help the coordinator make some important contacts.

4) Arrange publicity for new programs.

5) Other - ask committee for help.

CLASSROOM INSTRUCTION

1) Aid school officials and the coordinator in planning a sound course of training that is fitted to community needs.

2) Encourage practical training in the classroom.

3) Provide an opportunity for the coordinator to obtain counsel and assistance on special problems and new undertakings.

4) Encourage and stimulate the personal initiative of the coordinator.

5) Act as speakers or obtain speakers for class meetings during the year.

6) Assist in planning and conducting organized field trips as part of the educational program.

7) Give authoritative advice on job activities that should be taught in specified classes and to make suggestions for improving instruction.

8) Help secure teaching aids and equipment.

9) Make recommendations to the superintendent and the Board of Education.

10) Bring together all training sponsors in August or September so that they could work with them to insure proper training (rather than just employment) during the entire school year.

ON-THE-JOB TRAINING

1) Encourage high standards of training on the job.

2) Approve wages paid to trainees and perhaps recommend a minimum wage.

3) Make recommendations on training plans and stations.

4) Advise the school in maintaining and achieving better selection and placement of trainees.

5) Advise and assist the school in making a job analysis of the principle occupations.

6) Advise the school in setting up standards for selecting of training stations for cooperative part-time students.

7) Advise the coordinator in planning a well-rounded program which insures a proper balance between the various occupations within the program.

OTHER DUTIES

1) Insure the continuation and stabilization of the program when changes occur in either the instructional or administrative staff.

2) Assist new coordinators in obtaining a quick insight into the business, industrial, agricultural, and service needs of the community.

3) Assist in adapting the program to new and changed conditions.

4) Assist the school authorities in evaluating the work experience program.

5) Advise and help in securing summertime employment for coordinators in order to contribute to their occupational competency by keeping their skills, knowledge, and methods in line with constant changes in business and industry.

6) Advise on the type of students to participate in on-the-job training in the Work Experience Program.

7) Advise on any policies and problems affecting the program.

8) Assist in training and placement of student with "special needs."

SUMMARY:

Since a work experience program is designed to utilize the business community for an important part of the student's experience, it is essential that the program have the support and assistance of the business community. The work experience coordinator will find that an effective advisory committee will help to provide that support and strengthen the program. The committee can help the coordinator by providing advice on most aspects of program operation as well as serving as a public relation tool for improved school-community relations.

SELF-CHECK

You are in your office talking to another teacher about establishing an advisory committee for your work experience program. The Chamber of Commerce person from your community, who is your guest speaker today, and your principal walk into your office and catch the last part of your informal discussion with your colleague. Since neither the Chamber of Commerce person nor your principal have heard of such a committee, they ask you what it is and what purpose or function it serves.

1. Write or audio-tape your answer to their question.

2. This same rationale will be given during the initial part of your first advisory committee meeting and you may wish to prepare a set of transparencies to assist in your presentation. Outline, in transparency reproduction form, the purposes of an advisory committee.

DIRECTIONS: When finished compare you answers with the information on pages 3-5. If you would like additional information, please turn to the Additional Resources listed on page 39.

PRE-TEST: GOAL 2

KNOW HOW TO ESTABLISH AN ADVISORY COMMITTEE

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pre-test. If you do not wish to take the pre-test, turn to page 8 to begin the Learning Activities.

1. List the titles of at least seven business, industry, or school personnel who should serve on a work experience advisory committee and a general list of membership qulifications.

2. Outline the procedures to take in identifying potential committee members and inviting them to serve.

DIRECTIONS: When finished with the pre-test, please turn to page 36 and compare your answers with the pre-test key. If you missed any questions, complete the learning activities.

LEARNING ACTIVITIES

GOAL 2: KNOW HOW TO ESTABLISH AN ADVISORY COMMITTEE

DIRECTIONS: Read the information on pages 8-13 and then complete the Self-Check.

INTRODUCTION:

Proper organizing procedures for a Work Experience Program Advisory Committee are critically important to its future success. As a result, your program should enjoy excellent community relations. And the acceptance of graduates by your employing community will demonstrate increased confidence of employers in the educational experience students receive in your work experience program. The following pages outline the steps necessary for organizing or establishing an advisory committee. Items to be covered include:

1) Establishing advisory committee guidelines or charter
2) Selection of committee members and their qualifications
3) Number of members
4) Members' term of service
5) Members' invitation to serve

Written Guidelines or Charter:

The charter represents the official sanction of the school for the operation of the Work Experience Program Advisory Committee. The guidelines contained in the official sanction serve as a base for future communication between you and:

1) The school board
2) The school administration
3) The advisory committee members

The following is a sample charter that you should review, change to local conditions, present to your administrator, and obtain approval from your school board.

ADVISORY COMMITTEE SAMPLE CHARTER

The Board of Education of _____ on this _____ day of _____, 19__, authorizes the establishment of a continuing committee to be known as the Advisory Committee for the Work Experience Program. This committee is to be organized and conducted under procedures to be proposed by the appropriate school representative after receiving advice from the school staff and other suitable consultants and upon approval by the Board of Education.

The purpose of the Advisory Committee shall be to give advice and assistance to the appropriate instructional and administrative staff of the institution concerning the development, operation, and/or evaluation of the Work Experience Program.

The Advisory Committee for the Work Experience Program is expected to contribute to the establishment and/or improvement of the instructional program by:

1. Studying and surveying periodically the educational needs of students within the committee's designated occupational area.

2. Reviewing, analyzing, developing, and proposing policies.

3. Working cooperatively with the administrative, instructional, and noninstructional staff of the occupational program to develop and operate training programs with procedures which implement policies and recommendations.

4. Facilitating communication between the professional staff of the program and the people and employers of the community.

5. Studying the effects of existing and new educational programs in operation with reference to employability of the graduate or ability of the graduate to proceed to higher-level instruction.

6. Serving as a sounding board of opinion on items proposed by the school program staff.

7. Initiating study and proposals on issues pertinent to occupational program improvement.

The Advisory Committee is not regarded as a substitute for any other form of citizen participation in school affairs. It is intended to supplement and stimulate other types of citizen participation. The committee will be expected to operate within the guidelines. The Board of Education maintains final authority over the Advisory Committee and actions of the committee.

In authorizing the development of the Advisory Committee, the Board of Education pledges complete cooperation in their work. This shall include the appointment of a school representative with full responsibility to work with the Advisory Committee and keep all communications open between the school and the committee.

Selection of Committee Members and Their Qualifications:

Members are selected to give advice in the operation of the Work Experience Program.

There are about twelve different sources of advisory committee members. They are:

1) School administration
2) School board
3) Chamber of Commerce
4) Professional organizations
5) Civic Clubs
6) Labor organizations
7) Faculty
8) Business and industry
9) Students (former or current)
10) Department of public instruction
11) Employment agency
12) Higher education

You should make every effort to select individuals known for their expertise and experience in appropriate occupational areas, education, or support services. It is imperative that potential members have an interest in education, the school, and the work experience program. Generally, three essential points should be weighed when qualifications of individual members are considered:

1) Experience and Enthusiasm
2) Character
3) Available time

Another vital point to consider is balanced representation. All segments affected by, or affecting, the work experience program should have a voice. A stacked committee is dangerous and could irritate other members and those not serving to the point of non-cooperation.

Before making final selection, it is a good idea to discuss with your administration the qualifications of potential committee members. Such procedures are important to insure administration interest and backing for committee activities.

Number of Members:

Community members representing business and industry should make up the bulk of the committee. In selecting business and industry personnel, do not select only the "chiefs", but select "indians" also. A numerical balance between executives and employees is desirable to obtain equal viewpoints and input.

It may be wise to have one or more of the following people as a member: Chamber of Commerce person, former or current student, newspaper person, a representative of the employment service, and a support service person.

The school should be represented on the committee by the principal, director or head of vocational/business education department, school board member who represents an occupational area, or a guidance counselor.

The superintendent may attend meetings since he/she can immediately interpret any questions concerning school policy that may arise, but as with you, it is an ex-officio position. The committee is advisory to the school, you, and your program.

Determining the actual number of advisory committee members is like rolling dice or throwing darts at a number board. The average advisory committee should be large enough to be representative of the community and small enough to encourage active individual participation. It is recommended that an Iowa Work Experience Program Advisory Committee number not be more than 12, including the ex-officio school members. This number is manageable from the standpoint of planning, program of work, and adequacy of representation.

Caution:

After the Work Experience Program has proven successful many influential groups and individuals may become extremely interested in being represented on the committee. In such situations there is a temptation to make it unwieldy and ineffective. Too many members have a tendency to limit the number of meetings and the only work accomplished is often on the subcommittee or task force level. It is strongly recommended that the policy of a limited number on the committee be maintained and a system of rotation of membership (to be discussed next) be used, thereby allowing different viewpoints and contributions over a period of time.

Member Term of Service:

It is recommended that Iowa Work Experience Program Advisory Committee members serve for a term of three years. This allows members sufficient time to become personally involved and to prove most beneficial to the committee. It is suggested that each of the original or charter members on the committee draw lots for one, two, and three year terms. In each year of the first three years, one-third of the membership will be replaced. This insures new members each year with varied experience and expertise and allows others in the community to make their contribution to the Work Experience Program. With two-thirds of the membership continuing, it allows continuity in leadership and needed stability for committee operation.

A person serving a term as a member should be ineligible for reappointment until one year has elapsed. When a qualified member has served only a one or two year term because the advisory committee was new, an exception to the rule could be considered. Again, however, local conditions and needs should be most important when determining length of service.

Member Invitation to Serve:

The procedures for nomination and invitation of members for a new advisory committee are <u>important</u>. The following steps are suggested:

1) A preliminary, unpublicized list of nominees and alternates is submitted to the school administration.
2) The administration submits the list through proper school channels for approval, and obtains school board approval. It is essential that board approval be obtained before personal contact is made.
3) Approved nominees are personally contacted by you to determine if they will serve. You should be able to explain the purpose and function of the committee, the number of members, and the possible length of term for that advisory committee (one-, two-, or three-year appointments).
4) After individual approval is obtained, an official letter of appointment signed by the superintendent is sent to each advisory committee member. (Refer to the sample letter of appointment on page 13).

Initial Public Relations:

Prior to your first official meeting, establish a time and place when all advisory committee members, including ex-officio members, can get together for a picture. Contact a local newspaper person and have him/her take a picture of the group. Submit an article to the newspaper about the newly established advisory committee and note when the first meeting will be held. The published picture, along with the article, will give recognition to the committee members, give public notice of your future action, and help insure that your members will attend the first meeting.

SAMPLE LETTER FROM SUPERINTENDENT TO NEW MEMBERS OF ADVISORY COMMITTEE (letter of Appointment)

Date: _____

Dear _____:

The Work Experience program at ____(name)____ high school is beginning its (number) year of operation. We in (county or city) are extremely proud of this program because of the outstanding contributions it has made to our community, our school, and above all to our students.

Recognizing your interest in this program, may I have the pleasure of appointing you to our advisory committee? This committee is comprised of (number) local leaders from business, school administrators, and the local Work Experience Teacher-Coordinator, Mr./Mrs./Ms. _____.

The purpose of this committee . . . . . .(Give explanation of reasons for needing point-of-view of member in meeting problems, etc.)

Your term of appointment will become effective (start) and will expire (end). Please advise me if you are willing to accept appointment to this committee. Our first meeting will be (complete date and time) in the (location).

Should you have any questions concerning the duties of this advisory committee, please telephone Mr./Mrs./Ms. _____ at (your office telephone).

Sincerely yours,

Superintendent

SELF-CHECK

Activity No. 1

Mr. Larry Esk, a Work Experience Program Teacher-Coordinator, established his advisory committee as follows:

Before organizing the Committee, Larry decided to talk to his Superintendent. The Superintendent agreed that the Advisory Committee would be useful for the Work Experience Program and told Larry to go ahead with his plans. Larry wasn't sure who to ask to serve on the committee. He asked several other teachers for recommendations and developed a list of six names. The Distributive Education teacher suggested that Larry contact the Chamber of Commerce for help in identifying potential members. The Chamber secretary was more than willing to help after Larry described the program. From all sources, Larry ended up with a list of twelve potential members. Each potential member was a business owner or manager from Webster City.

Larry sent letters of invitation to all twelve people. In addition, he asked the High School Principal and the Guidance Counselor to serve on the Committee. Six of the twelve business people notified Larry they would be willing to serve and the Principal and Guidance Counselor agreed to attend the meetings whenever possible. Since he now had members, Larry began to organize the first meeting.

His first step was to schedule the meeting and notify all Committee members. Next, he wrote a brief article for the newspaper describing the organization of the committee. Finally, he developed a slide-tape series to orient the new Committee members to the Vocational Program. He put together a packet of materials for each member including duties and functions of Advisory Committees and a model Charter. One week before the meeting he telephoned all members to remind them of the meeting.

The first meeting was devoted to orientation functions. Members were given a detailed look at the Vocational Program including a tour of the facilities. The purposes and possible activities of the Committee were discussed. Since Larry wanted to establish a rotation plan for membership, he asked for volunteers willing to serve 1, 2, and 3-year terms. Four of the new members agreed to serve 1-year terms, 3 agreed to 2-year terms, and the Principal indicated he would be there for 3 years. The Committee agreed to elect officers at the next meeting and the first meeting was adjourned. After the meeting, Larry developed a set of minutes for each member, and he wrote a summary article for the newspaper.

DIRECTIONS: Analyze the procedures he followed and respond to the following questions:

1) How did he select his advisory committee members and what were their qualifications?
2) How many official and ex-officio members does he have? Is it too many or too few? Explain.
3) What procedure did he utilize in determining the advisory committee term of service? How does that compare to the recommended term of service recommendation?
4) What other procedures did he utilize in establishing the advisory committee that you will likely follow? That you won't follow?

Activity No. 2

1) Develop the Advisory Committee Charter you will utilize for the establishment of your committee.
2) Note the committee members you will select and their qualifications.
3) Note the methodology you will utilize to determine the term of service for each committee member.
4) Develop the sample letter that will be sent from your superintendent to the members inviting them to participate in your advisory committee.
5) What are you going to do if your principal or superintendent does not like the selection you made of one or two members?
6) What are you going to do if the board of education refuses to establish your advisory committee charter?
7) What are you going to do if a prospective advisory committee member refuses to participate?
8) What are you going to do if your superintendent refuses to send a letter of invitation to your approved list of advisory committee members?

Activity No. 3

1) Read the attached letter that was written by Samuel M. Burt, a distributive education advisory committee member from a Colorado town. Highlight the major points of his letter regarding the effective operation of an advisory committee.

IF YOU WANT ME TO SERVE ON YOUR ADVISORY COMMITTEE

Samuel M. Burt

Dear Coordinator:

I am pleased that you have asked me to serve on your local advisory committee. I am delighted to accept your invitation - provided that you assure me that I am going to be involved in an activity that is both worthwhile and will make an important contribution to the education of our youth. I want to be proud enough of this committee's work so that I may brag a little to my family, friends, and associates that I was selected to participate. I am proud that you selected me "because of my reputation as an outstanding member of the field in which I am earning my living, as well as for my interest in and understanding of the field of education."

First, if I am as important on your committee as you say, I would like to have an official letter appointing me, and signed by the highest school official of the system. You see, I need to impress my boss, too, and let him know that I am supporting my community by giving service. Second, the letter should have some brief biographical information about the committee chairman and other members with whom I will be working. Third, tell me exactly what is expected of me as a committee member in the way of advice, assistance, cooperation, money, and time. Fourth, if you tell me that our committee will meet only two or three times during the year, I will know immediately that we are not going to do anything worthwhile. Assuming that we are going to be meeting on a regular basis and that I am going to be involved in helping educate our youth, I will expect to be supplied with an agenda before each meeting, and enough information beforehand so that I can come prepared to help. I expect to be involved, so I will want to be invited occasionally into your classrooms, to attend other meetings with educators, and to be asked to participate in some of your DECA meetings. You will be surprised how many out-of-town trips I will make at my own expense if it will help support your program and its objectives. I would like to receive materials, newsletters, and any special information that would help me understand your program better.

What I am saying, in effect, is that if you want me to advise you, I will feel better prepared and more comfortable if I know something about you, your school, your DECA chapter activities, your students, and your special needs. I need to know your curriculum and how you are going to help prepare your students to enter the world of work, particularly in marketing and distribution.

How can I help you? In every possible way! I will be glad to help raise money for a scholarship fund, I will help you get needed classroom equipment - on a loan basis, as a gift, or at a special discount. I may be able to contribute expendable supplies, instructional materials, and the use of my store as a learning center after store hours. I will be happy to counsel with students and employ your graduates. I will be a judge in your DECA contest activities, and I will be happy to talk with your administrators and counselors about the need for distributive education in the community. What I am really asking is that you, the interested educator, provide me, the interested layman, with enough information and opportunity to permit my total involvement in your program.

(continued)

You must understand that sometimes you will have a project or idea that you consider important and will ask help of the committee; we may have to turn you down, but it will not indicate lack of interest or support. After all, we as business persons have our limitations too. On the other hand, I may want to do too much, and create some problems for you. If this ever happens, just tell me simply and honestly. We have enough of our own problems without creating more. As business persons we are problem-oriented, so when we can help you with one of yours, it may be that the committee, acting together, can do a lot toward solutions.

I want to be involved in the school program as a counselor and friend. Naturally, there are certain school regulations that I must observe when visiting, so please make them clear to me so I will not be embarrassed. When I drop in for a visit, please give me a few minutes of your time and do not treat me as an intruder or meddler into your business. This work both ways - you come and visit me on the same basis. I will not come to your school unless I am interested in your program.

I need to know much more than just local problems. I need to be informed what other school systems are doing and what is taking place throughout the other states. I need to know about government-sponsored programs, state agency programs, and how the U.S. Department of Labor and Department of Health, Education, and Welfare are related to the local school's efforts.

By the way, I would not like to be put in the uncomfortable position of being used to support one program in opposition to another. I understand that this can be a problem, but remember, I depend upon community goodwill for success. I cannot afford to take sides in school administration affairs, although privately, I may express my personal feelings. I am a taxpayer, and my business is a taxpayer. I want to knowthat I'mdoing everything possible to improve the total effort. I want the school board to know about our committee and what it is doing to help them. In this regard, I would like to meet with your students and let them tell me how the program is doing, and if we are succeeding in our joint efforts. I would like to know if vocational education is really relevant to the world of work and the jobs young people are training for.

I would like some appreciation for my efforts. If this committee and its members are as important as you say, give us some recognition. If I donate a piece of equipment, put my name on it. Present me a framed certificate of appreciation. Hold an annual event such as an employer-employee function where the advisory council members are publicly recognized. A picture and article in the local newspaper will also be welcomed. I do not want recognition just to inflate my ego; I want it because I feel that my time and efforts are important to the local school efforts. I think when you publicly advertise that business is advising the school, some value is given to the stature and prestige of distributive education. Remember, my company wants to know that my time and services are well-received and recognized.

If meetings are held on a regular basis, then I can mark my calendar so that I can make arrangements to be there. It will be good if the agenda can be mailed to me at least one week in advance - two weeks is preferred. Conduct the meeting informally, so I can feel comfortable to speak my mind without strict observance of parliamentary procedure. Respect my time and do not let the meeting drag out

(continued)

On the other hand, do not cut it so short that I feel my time was wasted. And, please, do not insult me by asking me to approve something that has already been decided. Sometimes, I may be forced to become a critic if you do not let me help you as an advisor.

I know that I am asking a great deal of you - but I also have a lot to offer in return. In short, the advisory committee is either important in helping you run your program, or else it serves only as a figurehead. If the latter is true, I am wasting my time, and I would prefer not to serve. In final analysis, what I am offering you is my expertise and experience because I believe that I have that to give to my community, my schools, and the students. If you think I speak alone, you are sadly mistaken. I have talked with too many who feel the same way and who feel that they have been badly misused in the past. You fail to undersatnd that we are motivated to serve - but only when we are given the fullest opportunity. A poorly-used committee is worse that none at all. A disgruntled committee can become your greatest critic rather than your strongest ally.

In summary, if you decide to have an advisory committee of business persons, get serious about it. Plan and organize so it can be effective. If you do, I surely want to be asked to serve. I will be expecting you to call me soon.

Sincerely,

DIRECTIONS: When finished compare your answers with the information on pages 8-13 If you want additional information, please turn to the Additional Resources listed on page 39.

PRE-TEST: GOAL 3

BE ABLE TO CONDUCT AN ADVISORY COMMITTEE MEETING

DIRECTIONS: If you wish to attempt the module assessment, complete the question for the pre-test. If you do not wish to take the pre-test, turn to page 20 to begin the Learning Activities.

1. Develop a plan for you first advisory committee meeting. This should include:

   a. A letter inviting representatives of the business and/or industrial community to serve on the advisory committee .
   b. A two-page hand-out on the purposes of your advisory committee to be given to advisory committee members during the first meeting.
   c. An agenda for the first advisory committee meeting.
   d. A list of topics which might be covered at future advisory committee meetings.

DIRECTIONS: When finished with the pre-test please turn to page 37 and compare your answers with the pre-test key. If you missed any of the question, complete the learning activities.

LEARNING ACTIVITIES

GOAL 3: BE ABLE TO CONDUCT AN ADVISORY COMMITTEE MEETING

DIRECTIONS: Read the information on pages 20-24 and then complete the Self-Check.

INTRODUCTION:

The best organization of an advisory committee can be quickly negated by poor or indifferent operation. Such highly important procedures as adequate number of meetings, handling of recommendations, recognition of members, and proper follow-up and implementation of committee recommendations must be strictly adhered to if the committee is to be effective over any length of time. The following guidelines should be generally followed and adjusted to the local situation.

Responsibilities of the Teacher-Coordinator:

There are six basic responsibilities which you should understand before you conduct your first advisory committee meeting. First, be prepared to explain the purpose of your program and the advisory committee. Also it is assumed that you can interpret school operating policies and the Iowa Vocational Education State Plan to advisory committee members if necessary. Second, be responsible for the actions of your committee (i.e., keep the members informed of the progress in meeting their recommendations, etc.) Third, keep the committee busy, but, fourth, do not waste the member's time. Members should not be asked to do routine jobs, nor should they be asked to solve problems which they do not have the background to consider. Plan a worthwhile agenda and sent it out in advance of the meeting. Fifth, give recognition for assistance by:

a) presenting a certificate to members in recognition of their membership on the committee;
b) providing follow-up reports on recommendations taken or not taken;
c) recognizing members via media releases; and
d) sending letter of commendation at the close of the school year.

Finally, accept committee recommendations as a source of constructive criticism and/or assistance to your program. If you do not act upon the advice of the committee then the committee should be disbanded.

Characteristics of Effective Committees:

The most effective advisory committee is one in which a strong bond of respect exists among the members for each others' knowledge and abilities, a general understanding and acceptance of committee purposes exists with a desire to accomplish committee objectives, and a feeling of team work exists. The committee which meets only once or twice a year will have greater difficulty in developing these kinds of characteristics than one which meets several times a year.

MEETING NOTICE

Number of Meetings:

There is no general agreement on the maximum or minimum number of meetings to be held each year or whether meetings should be scheduled at regular intervals or called as necessary. However, if committees meet only once or twice a year, there is a great likelihood that such meetings will degenerate into a meeting for reporting progress and, therefore, the committee serves no real function.

It is recommended that regular meetings be set for a certain day of a specified week of specified months, in order for members to acquire the habit of reserving that date for meetings (e.g., the second Tuesday evening of October, December, February, and April). The agenda should be sent to members at least two weeks prior to the meeting and reminders should be given one week before the meeting date.

Hints:

1) don't call a meeting just to "chew the fat."
2) don't schedule meeting dates on church nights, school activity nights, or on evenings when business is open or other conflicts are likely to occur.

Preparation of Agenda:

The preapration of a meeting agenda should be given careful attention. The agenda should reflect that there is a good reason to attend. If there is a challenging subject to discuss, it should be listed. Interesting agendas should result in well-conducted, well-attended meetings.

The First Meeting:

The essential objective of the first meeting is to have the new members leave with the feeling and knowledge that:

1) The committee is going to serve an important function for the school and work experience program.
2) It has the backing and recognition of the highest school authority.
3) The committee has advisory status only, with no decision-making rights.
4) Each member respects other members of the committee.
5) The challenges and problems, as presented, are worthwhile.
6) The members are enthused about the function of the committee.

The school superintendent should welcome the committee members, briefly explain the global purpose of the advisory committee, grant the advisory committee charter, and introduce the work experience program teacher-coordinator.

You should then give a biographic resume of yourself, introduce each member of the committee, and allow each person to give a brief biographical sketch. Second, explain the specific purpose, function, and need of the advisory committee. A handout should be presented to each member noting member names, home and office addresses, and home and office telephone numbers. Mention some of the basic rules and by-laws the committee will operate under. A tour of the school facilities and particularly the classroom where you hold classes is desirable. After the tour, challenge the new committee with one of two immediate problems for which the program has an immediate need for study and recommendations (e.g.):

1) a task analysis of employable skills and knowledges in the occupations for which students are to be trained
2) a community survey to determine occupational needs of business and industry
3) development of training plans for each student
4) identifying potential training stations for placement of students
5) development and implementation of a training sponsor development program, etc.

Finally, explain that the next meeting will include the determination of an organized program of work, the election of president and vice-president of the committee (you will be the secretary), and further work on the immediate problem(s) discussed at this meeting. Set date, time, and location of the meetings for the rest of the year.

The Second Meeting:

You should call the meeting to order, read the minutes from the last meeting, and procede to elect the president and vice-president. Have each member draw lots out of a hat to see if they will serve for one-year, two-years, or three-years. Now the committee can finalize and approve the rules and by-laws to be followed and develop a short and long-term program of work. Depending upon the nature of the program of work, sub-committees may need to be appointed and tasks delineated. The president should lead a discussion on the most important program of work items, remind the members of the date, time, and location of the next meeting, and adjourn the meeting.

Precautions for Success:

The president and you should be alert in informing the committee that it is advisory only. All recommendations should be in writing. The school and you are the source of accountability for the operation of the work experience program. Do not allow the committee to do administrative work.

Be sure to have a standard procedure for handling publicity of advisory committee activities. Independent reporting is detrimental to the committee and you should assume all public relations/news media responsibilities. In addition to the next meeting's agenda being sent out at least two weeks ahead of time and one-week reminder notice, you should publish a small article in the newspaper and obtain a radio spot (where appropriate) notifying the public of the upcoming meeting. Then, naturally, a follow-up newspaper article and radio spot announcement should be made after the meeting noting the proceedings of the advisory committee meeting.

The committee activity should be confined strictly to the improvement of education, specifically the work experience program.

The use of pressure tactics should be avoided. Proper channels are essential when working through school authority, and members should be aware of these channels.

What to teach may be a concern of the advisory committee, but how to teach is not.

If the school authorities and advisory committee are aware of these precautions, the advisory committee will function in its proper role within the school system.

SELF-CHECK

Activity No. 1: You are awaiting the arrival of your newly appointed committee members. This is the initial organizational meeting and you intend to follow the format suggested on page 22. Your superintendent has just given a cordial welcome to the committee members, given the global purposes of the committee, and has introduced you. Write or audio tape introductory remarks about yourself and the function of this advisory committee that you would make during the first meeting.

Activity No. 2: Now that you have made your presentation, the advisory committee members have some questions they would like answered. Answer their questions in the space provided:

Q. What are some specific activities we can perform for you and your work experience program?

A.

Q. What happens to the recommendations of this committee; that is, how will our recommendations be channeled to those persons with authority?

A.

Q. I do not understand how we can advise you on some matters dealing with curriculum. You have the training in education and we have the business experience, but we have no training in teaching kids!

A.

Q. How frequent will this committee meet? My work load would prohibit my attendance too frequently.

A.

Q. Does this committee have policy-making power regarding the work experience program?

A.

Q. What can this committee do as a group or individually to insure growth in this program?

A.

Q. Do you have three students you could send to my office tomorrow for a job interview?

A.

Q. What equipment is needed to properly train students in your classroom?

A.

Q. What kind of growth or changes do you envision for this work experience program next year? In three years? and in five years from now?

A.

Q. Is there a size limitation for this work experience program so that it can still be effective?

A.

Q. I was talking to Mr. R. U. Abel, a businessman next door to my business yesterday. He has hired several students from this work experience program and a lack of success with the students has discouraged him from becoming too involved. What can we, as an advisory committee, do to avoid this situation?

A.

Q. Since most of us have jobs involving long hours and a great deal of responsibility, I am curious as to how much time will be involved for each of us outside our regular advisory committee meetings?

A.

Q. How is the federal government, and state government as far as that's concerned, involved in this work experience program?

A.

Q. Are we going to have to be knowledgeable about the state and federal vocational education rules as an advisory committee?

A.

Q. I remember you talking to me about child labor laws, minimum wage, OSHA and a whole bunch of other state and federal laws. How can we help you out so you can help us understand these laws? I'm so busy with my own job that I don't have time to read all about those laws you mentioned to me.

A.

Q. If we at some time find it necessary to exercise our power to convince the Board of Education to allocate your program more money for necessary equipment, facilities, secretarial help, textbooks, etc., could you arrange a spot on their meeting agenda?

A.

Q. What is the number-one item or thing you want us to accomplish this year?

A.

Q. I drew a one-year term of serving on this advisory committee. Can I serve next year, or must I wait for a year; or will this be the last time I will ever be an advisory committee member?

A.

Q. I drew a three-year term of service. If I find I cannot serve next year or the third year, can I appoint someone from my company to be on this committee?

A.

Q. You have said we will meet on a regular basis at a pre-designated time. If I have a personal conflict for a meeting, can I send someone else to the meeting and give them my proxy vote?

A.

Q. Are these meetings open to the public?

A.

Q. Will you be publicizing the results of our meeting in the local paper, and, if so, will we be able to screen or approve the copy of that article?

A.

Q. I'm sold on this type of program. What can we do to help you publicize its merits to our community; especially the businesspeople?

A.

Q. Do we have to worry about equal representation on this committee of women and minorities?

A.

Q. I've been on a lot of committees that do nothing but report what happened at the last meeting. Are we going to be an active committee and do something, or are we going to reinvent the wheel or procrastinate activities?

A.

DIRECTIONS: When finished compare your answers with the information on pages 20-24. If you would like additional information, please turn to the Additional Resources listed on page 39.

PRE-TEST: GOAL 4

BE ABLE TO ANALYZE AND EVALUATE AN ADVISORY COMMITTEE MEETING AND MAKE RECOMMENDATIONS FOR ACTION

DIRECTIONS: If you wish to attempt the module assessment, complete the question for the pre-test. If you do not wish to take the pre-test, turn to page 33 to begin the Learning Activities.

1. Describe the procedure you would use to handle recommendations of an advisory committee.

DIRECTIONS: When finished with the pre-test please turn to page 37 and compare your answer with the pre-test key. If you missed the question, complete the learning activities.

GOAL 4: BE ABLE TO ANALYZE AND EVALUATE AN ADVISORY COMMITTEE MEETING AND MAKE RECOMMENDATIONS FOR ACTION

DIRECTIONS: Please read the information on pages 33-34, view the videotape, and then complete the Self-Check.

INTRODUCTION:

Advisory committees are unique in their ability to provide occupational information and help the work experience program. Their use and involvement has only two limitations; they can assume neither 1) legislative activity nor 2) administrative responsibility. An advisory committee doesn't automatically guarantee a successful work experience program nor will committees function without problems and conflict. Being able to conduct a meeting doesn't mean that you have a successful advisory committee. Through the viewing of an actual advisory committee meeting via VideoTape Recording, you should analyze and evaluate the meeting and make recommendations for improved operation.

Written Recommendations - What Happens:

Advice in the form of recommendations is the primary reason for the existence of an advisory committee. Unless a committee makes recommendations as the result of discussions, it becomes a "paper committee" -- i.e., ineffective for the purpose for which formed. You should have an established method of handling the recommendations from your advisory committee. The two basic requirements suggested are: 1) All recommendations are submitted in writing, 2) you take full responsibility for the recommendation, which includes follow-up and report of the decision to the committee. The report to the members should be give within a reasonable time after the recommendation is made. Nothing is more devastating to the future of an advisory committee than to have recommendations ignored.

When you receive a recommendation, there are three possible actions that may be taken: 1) recommendation implemented as presented, 2) recommendation implemented with stated modifications and explanation, and 3) recommendation declined with explanation. You, as the teacher-coordinator, must be very sure of proper procedures and channels when handling recommendations. Some recommendations will need the approval of the school board or administration for implementation; others can be implemented by decision of the coordinator. A useful strategy would be to review all committee actions with the administration following each meeting. It would also be useful to inform committee members of the channels that will be followed when considering committee recommendations.

SELF-CHECK

1. View the video-tape recording of an advisory committee meeting.

2. List the strengths and weaknesses of the procedure using the information presented in this module.

3. Write an overall evaluation of the meeting with recommendations for improvements.

4. For each of the recommendations made by the advisory committee, describe how you believe it should be handled.

DIRECTIONS: When finished compare your answers with the information on pages 33-34. If you would like additional information, please turn to the Additional Resources listed on page 39.

PRE-TEST KEYS

GOAL 1

1. List 5 purpose of an advisory committee for a work experience program.

   A. Provide a link between the school and community.

   B. Bring about a close relationship between management and labor.

   C. Provide an opportunity to study the educational needs in a community and make recommendations thereto.

   D. Serve as a sounding board for policies, procedures, innovations, ideas, etc. of the program.

   E. Help gain support for the program and publicize the program.

2. For each of the following categories, list 2 specific activities an advisory could be expected to perform.
   A. Public Relations
   B. Classroom Instruction
   C. On-The-Job Training

   A comprehensive list of activities is found on pages 4-5 of this module. Your answers should be consistent with that list.

GOAL 2

1. List the titles of at least seven business, industry, or school personnel who should serve on a work experience advisory committee and a general list of membership qualifications.

   Review the list of potential members found on page 10 of the module. Members should have experience and expertise in related occupational areas, have an interest in students and the concept of a work experience program. They should also have the time to serve effectively.

2. Outline the procedures to take in identifying potential committee members and inviting them to serve.

   A. A preliminary list should be developed and submitted to the school administration.

   B. The list should be approved by the administrators and school board.

   C. Approved candidates are contacted to determine if they will serve.

   D. An official letter of appointment is sent signed by the superintendent.

GOAL 3

Develop a plan for your first adviosry committee meeting. This should include:

a. A letter inviting representatives of the business and/or industrial community to serve on the advisory committee.
b. A two-page hand-out on the purposes of your advisory committee to be given to advisory committee members during the first meeting.
c. An agenda for the first advisory committee meeting.
d. A list of topics which might be covered at future advisory committee meetings.

Answers are found on pages 22-23.

GOAL 4

Describe the procedure you would use to handle recommendations of an advisory committee.

When you receive a recommendation, there are three possible actions that may be taken: 1) recommendation implemented as presented, 2) recommendation implemented with stated modifications and explanation, and 3) recommendation declined with explanation. You, as the teacher-coordinator, must be very sure of proper procedures and channels when handling recommendations. Some recommendations will need the approval of the school board or administration for implementation; others can be implemented by decision of the coordinator. A useful strategy would be to review all committee actions with the administration following each meeting. It would also be useful to inform committee members of the channels that will be followed when considering committee recommendations.

POST-TEST

Using your own Advisory Committee, answer the following questions:

1. What are the purposes of your work experience program advisory committee?
2. Who are the members of your advisory committee, who do they represent; and how were they selected?
3. The advisory committee long-range goal(s) for this year is?
4. How are you going to evaluate the proceedings and effectiveness of your advisory committee?
5. Submit documentation of Charter, letter of appointment, news releases, and meeting agendas.

ADDITIONAL RESOURCES

Involving Advisory Groups in Planning and Evaluating Vocational and Technical Education Programs, Blacksburg, Virginia: Virginia State Advisory Council on Vocational Education

The Advisory Committee and Vocational Education, Washington, D.C.: American Vocational Association, Inc., August, 1969.

Advisory Councils are Essential to Vocational Education Programs in Colorado, Denver, Colorado: State Board Community Colleges and Occupational Education, September, 1971.

A Guide for Cooperative Vocational Education for Administrators and Coordinators, Indianapolis, Indiana: Department of Public Instruction, July, 1973.

A Guide for Planning, Organizing, and Utilizing Advisory Councils, Springfield, Illinois: Office of Education.